



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11341346
SAU: Portland Public Schools
School: Nathan Clifford School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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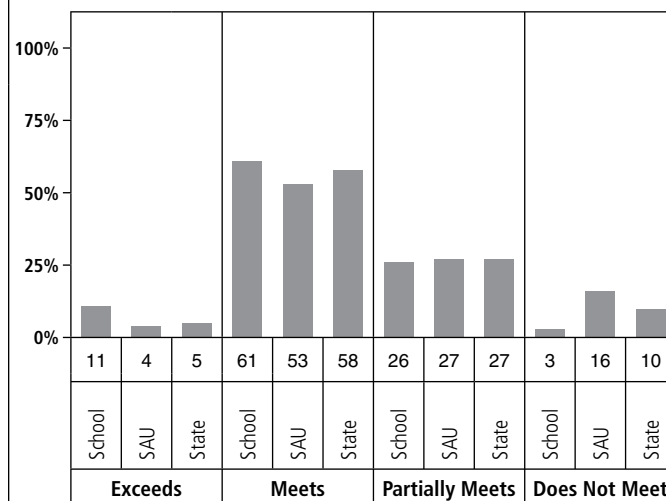
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Portland Public Schools
School: Nathan Clifford School

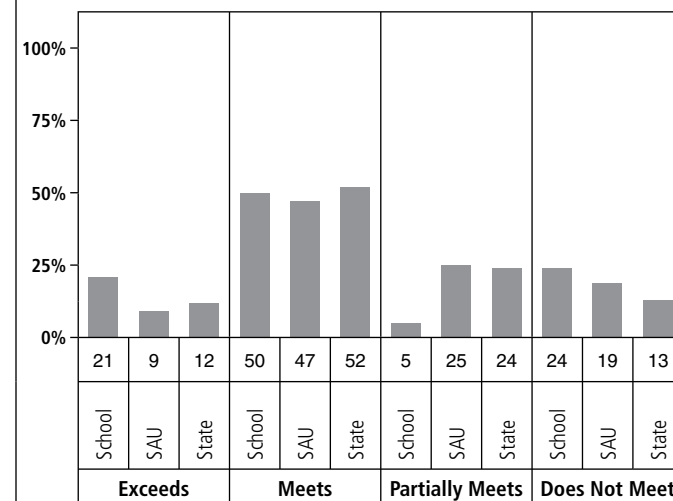
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	545	544	544
2006–2007	547	544	544
2007–2008	549	543	545
Cum. Avg. *	547	544	544
Mathematics			
2005–2006	544	542	543
2006–2007	549	544	546
2007–2008	547	543	546
Cum. Avg. *	546	543	545
ELA – Writing			
2005–2006			
2006–2007	543	542	541
2007–2008	539	538	538
Cum. Avg. *			

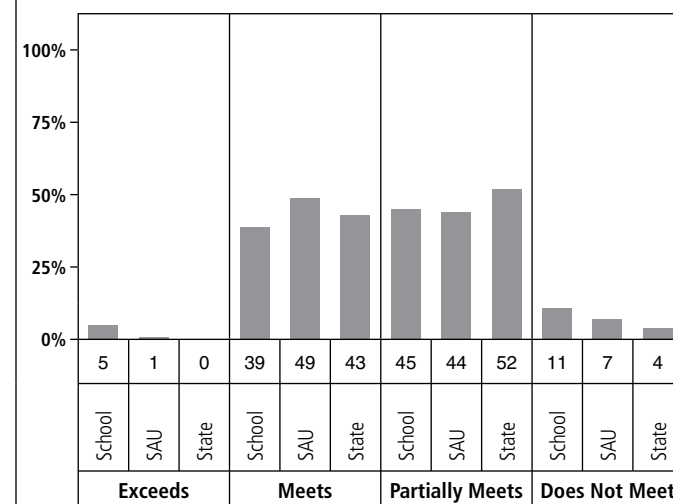
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: Portland Public Schools
School: Nathan Clifford School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	513	100	14240	100	38	100	506	99	14157	100	38	100	509	99	14156	100					38	100	501	98	14107	99		
Ethnicity African American/Black	6	16	115	22	404	3	6	100	111	97	396	98	6	100	112	97	398	99					6	100	107	93	388	96		
American Indian or Native Alaskan	0	0	3	1	118	1	0	0	3	100	118	100	0	0	3	100	118	100					0	0	3	100	118	100		
Asian or Pacific Islander	2	5	43	8	201	1	2	100	42	98	199	99	2	100	42	98	199	99					2	100	42	98	197	98		
Hispanic	4	11	27	5	178	1	4	100	25	93	170	97	4	100	27	100	174	99					4	100	26	96	171	97		
Caucasian/White	26	68	325	63	13339	94	26	100	325	100	13274	100	26	100	325	100	13267	100					26	100	323	99	13233	99		
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0		
Identified disability	9	24	96	19	2555	18	9	100	95	99	2528	99	9	100	96	100	2526	99					9	100	91	95	2507	99		
Current LEP	6	16	134	26	337	2	6	100	128	96	328	97	6	100	131	98	334	99					6	100	126	94	323	96		
Economically disadvantaged	20	53	251	49	5574	39	20	100	244	97	5528	99	20	100	247	98	5531	99					20	100	239	95	5504	99		
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100		

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	31	82	350	68	11042	78	31	82	345	67	11006	77							31	82	350	68	11127	78
Identified disability (PET/IEP)	3	10	20	6	396	4	3	10	20	6	404	4							3	10	22	6	447	4
LEP	5	16	50	14	144	1	5	16	47	14	141	1							5	16	50	14	147	1
504 plan	0	0	1	0	134	1	0	0	1	0	133	1							0	0	1	0	136	1
Participation with accommodations	7	18	152	30	2974	21	7	18	161	31	3014	21							7	18	148	29	2845	20
Identified disability (PET/IEP)	6	86	72	47	1996	67	6	86	73	45	1986	66							6	86	66	45	1925	68
LEP	1	14	76	50	175	6	1	14	83	52	189	6							1	14	75	51	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	1	14	14	9	766	26	1	14	15	9	801	27							1	14	14	9	710	25
Participation through alternate assessment (PAAP)	0	0	3	1	136	1	0	0	3	1	136	1							0	0	3	1	135	1
Identified disability (PET/IEP)	0	0	3	100	136	100	0	0	3	100	136	100							0	0	3	100	135	100
LEP	0	0	1	33	4	3	0	0	1	33	4	3							0	0	1	33	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	1	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	7	1	64	0	0	0	4	1	61	0							0	0	12	2	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: Portland Public Schools
School: Nathan Clifford School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	2	26	6	721	5
	2006-2007	3	8	47	9	702	5
	2007-2008	4	11	19	4	659	5
	Cum. Total*	8	7	92	6	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	29	62	254	54	7571	53
	2006-2007	25	69	265	53	7730	55
	2007-2008	23	61	264	53	8195	58
	Cum. Total*	77	64	783	53	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	15	32	123	26	4343	30
	2006-2007	8	22	120	24	4182	30
	2007-2008	10	26	137	27	3800	27
	Cum. Total*	33	27	380	26	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	2	4	68	14	1628	11
	2006-2007	0	0	66	13	1419	10
	2007-2008	1	3	82	16	1362	10
	Cum. Total*	3	2	216	15	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.9	66.5	27.9	58.1	29.2	60.8
Literary Text	24	50	16.1	67.1	14.4	60.0	15.0	62.5
Informational Text	24	50	15.9	66.3	13.5	56.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Portland Public Schools
School: Nathan Clifford School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	4	11	23	61	10	26	1	3	549	502	4	53	27	16	543	14016	5	58	27	10	545
Ethnicity																						
African American/Black	6	0	0	4	67	2	33	0	0	544	109	1	27	31	41	533	388	1	39	34	26	538
American Indian or Native Alaskan	0										3						116	0	44	45	11	541
Asian or Pacific Islander	2										42	2	60	26	12	544	197	5	64	23	8	546
Hispanic	4										25	0	36	36	28	536	167	2	47	37	14	542
Caucasian/White	26	4	15	14	54	7	27	1	4	549	323	5	62	25	8	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	6	67	1	11	538	92	0	25	42	33	535	2392	0	26	42	31	536
No	29	4	14	21	72	4	14	0	0	552	410	5	59	24	13	544	11624	6	65	24	5	547
Current LEP																						
Yes	6	0	0	5	83	1	17	0	0	548	126	0	27	33	40	533	319	1	36	34	29	537
No	32	4	13	18	56	9	28	1	3	549	376	5	61	26	8	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	20	0	0	10	50	9	45	1	5	543	241	1	32	38	29	537	5454	2	48	35	15	541
No	18	4	22	13	72	1	6	0	0	555	261	7	71	18	5	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	38	4	11	23	61	10	26	1	3	549	502	4	53	27	16	543	14011	5	58	27	10	545
Gender																						
Female	18	3	17	10	56	4	22	1	6	551	246	6	60	22	12	546	6766	7	62	24	8	546
Male	20	1	5	13	65	6	30	0	0	546	256	2	46	32	20	540	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	9	60	6	40	0	0	544	213	1	37	33	28	538	1751	1	35	44	21	538
No	23	4	17	14	61	4	17	1	4	552	289	6	64	23	8	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	4										24	38	63	0	0	560	464	27	71	2	1	557
No	34	2	6	21	62	10	29	1	3	547	478	2	52	29	17	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Portland Public Schools

School: Nathan Clifford School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	2	100	0	0	536	4	5	19	48	29	537	5	2	42	34	22	540
B. less than one hour	81	4	13	18	60	7	23	1	3	550	61	4	52	26	18	542	66	5	60	27	9	545
C. one to two hours	14	0	0	5	100	0	0	0	0	547	32	3	60	27	10	545	26	5	61	26	8	546
D. more than two hours	0										3	0	54	31	15	544	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	3	23	6	46	4	31	0	0	552	30	8	57	26	9	547	31	7	63	23	7	547
B. They match some of what I have learned.	39	1	7	12	80	2	13	0	0	551	53	3	56	26	15	543	55	4	61	27	8	545
C. They match just a little of what I have learned.	18	0	0	3	43	3	43	1	14	540	12	0	37	35	28	537	11	2	42	37	19	540
D. There is no match.	8	0	0	2	67	1	33	0	0	544	6	0	37	30	33	536	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	47	4	22	10	56	4	22	0	0	554	37	9	58	24	9	547	30	10	68	16	6	549
B. good	42	0	0	11	69	5	31	0	0	546	51	1	54	30	15	542	53	3	59	29	9	544
C. fair	8	0	0	1	33	1	33	1	33	536	11	0	36	29	35	535	15	1	41	40	18	539
D. poor	3	0	0	1	100	0	0	0	0	544	1	0	20	20	60	531	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	2	33	3	50	1	17	537	23	3	31	31	35	536	17	3	45	32	19	541
B. about the same as my regular schoolwork	65	4	17	15	63	5	21	0	0	552	58	4	58	29	9	545	67	5	62	26	7	546
C. easier than my regular schoolwork	19	0	0	5	71	2	29	0	0	546	19	4	63	22	11	545	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	18	0	0	2	29	4	57	1	14	538	16	0	22	32	45	531	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	45	0	0	13	76	4	24	0	0	548	49	3	55	31	11	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	37	4	29	8	57	2	14	0	0	555	34	7	65	21	8	547	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	37	4	29	6	43	3	21	1	7	552	26	10	62	20	9	547	18	8	64	20	8	547
B. 20 minutes to an hour	53	0	0	16	80	4	20	0	0	549	53	2	59	26	12	544	56	5	62	25	7	546
C. less than 20 minutes	5	0	0	0	0	2	100	0	0	536	12	0	32	40	28	535	12	2	50	32	15	542
D. I rarely read at home.	5	0	0	1	50	1	50	0	0	538	9	0	24	39	37	535	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	4	40	5	50	1	10	542	23	2	35	34	30	536	26	3	51	32	14	542
B. six to ten pages	32	0	0	10	83	2	17	0	0	548	28	5	52	33	10	544	28	3	59	28	9	544
C. eleven or more pages	41	4	27	8	53	3	20	0	0	553	49	4	62	22	12	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										22	0	67	17	17	546						
B.	0										52	0	21	36	43	534						
C.	0										7	0	50	50	0	544						
D.	0										19	0	40	60	0	542						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Portland Public Schools
School: Nathan Clifford School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	2	34	7	1415	10
	2006-2007	5	14	67	13	1711	12
	2007-2008	8	21	47	9	1617	12
	Cum. Total*	14	12	148	10	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	26	55	220	47	6503	45
	2006-2007	17	47	221	44	6778	48
	2007-2008	19	50	236	47	7284	52
	Cum. Total*	62	51	677	46	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	18	38	138	29	3945	28
	2006-2007	14	39	130	26	3884	28
	2007-2008	2	5	128	25	3341	24
	Cum. Total*	34	28	396	27	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	2	4	81	17	2434	17
	2006-2007	0	0	82	16	1683	12
	2007-2008	9	24	95	19	1778	13
	Cum. Total*	11	9	258	17	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.1	60.7	8.4	56.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.4	60.0	7.2	51.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.9	38.0	1.8	36.0	2.2	44.0
Cluster 4: Patterns	14	29	8.4	60.0	7.7	55.0	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Portland Public Schools
 School: Nathan Clifford School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	8	21	19	50	2	5	9	24	547	506	9	47	25	19	543	14020	12	52	24	13	546
Ethnicity																						
African American/Black	6	0	0	3	50	1	17	2	33	540	111	3	27	29	41	533	392	5	33	32	31	537
American Indian or Native Alaskan	0										3					116	5	42	31	22		540
Asian or Pacific Islander	2										42	7	62	17	14	545	198	16	59	15	11	549
Hispanic	4										27	0	37	41	22	537	173	5	45	30	20	541
Caucasian/White	26	8	31	12	46	0	0	6	23	549	323	13	52	24	11	547	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	3	33	1	11	5	56	532	93	1	26	31	42	531	2390	2	29	34	35	534
No	29	8	28	16	55	1	3	4	14	552	413	11	51	24	14	545	11630	13	57	22	8	548
Current LEP																						
Yes	6	0	0	4	67	1	17	1	17	543	130	2	33	28	38	534	330	4	36	27	33	536
No	32	8	25	15	47	1	3	8	25	548	376	12	51	24	12	546	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	20	0	0	10	50	2	10	8	40	537	245	2	35	31	32	536	5461	5	46	30	19	541
No	18	8	44	9	50	0	0	1	6	558	261	16	57	20	6	549	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	38	8	21	19	50	2	5	9	24	547	506	9	47	25	19	543	14015	12	52	24	13	546
Gender																						
Female	18	6	33	7	39	1	6	4	22	551	247	11	48	26	15	544	6767	11	51	24	13	546
Male	20	2	10	12	60	1	5	5	25	543	259	8	45	25	22	542	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	8	53	2	13	5	33	538	218	1	37	33	29	537	1755	1	37	39	23	538
No	23	8	35	11	48	0	0	4	17	553	288	15	54	20	11	547	12265	13	54	22	11	547
Gifted/talented program																						
Yes	4										24	67	33	0	0	566	464	58	40	2	0	564
No	34	5	15	18	53	2	6	9	26	545	482	6	47	27	20	542	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Portland Public Schools

School: Nathan Clifford School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	0	0	2	100	514	4	5	19	33	43	533	5	6	39	29	25	539
B. less than one hour	81	8	27	15	50	2	7	5	17	550	61	12	44	25	19	543	66	12	52	24	12	546
C. one to two hours	14	0	0	4	80	0	0	1	20	545	32	5	60	23	12	545	26	12	55	23	11	547
D. more than two hours	0										3	23	31	31	15	544	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	5	36	4	29	0	0	5	36	547	35	16	60	14	10	549	38	16	56	19	8	549
B. They match some of what I have learned.	37	3	21	9	64	1	7	1	7	553	48	7	44	30	19	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	21	0	0	4	50	1	13	3	38	537	14	3	34	31	31	536	10	6	37	32	24	539
D. There is no match.	5	0	0	2	100	0	0	0	0	550	3	0	20	33	47	530	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	3	38	3	38	1	13	1	13	554	30	20	47	21	12	548	31	24	54	14	8	552
B. good	55	5	24	11	52	0	0	5	24	549	50	7	49	26	18	542	47	8	55	25	12	545
C. fair	18	0	0	4	57	0	0	3	43	534	18	2	47	29	22	539	19	2	43	35	20	539
D. poor	5	0	0	1	50	1	50	0	0	542	3	0	29	21	50	531	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	26	0	0	5	50	2	20	3	30	535	21	3	28	34	34	535	18	5	42	30	22	540
B. about the same as my regular schoolwork	68	7	27	14	54	0	0	5	19	551	66	10	54	23	13	545	66	11	55	23	11	547
C. easier than my regular schoolwork	5	1	50	0	0	0	0	1	50	552	13	21	44	21	13	548	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	1	33	1	33	1	33	0	0	551	19	7	43	29	21	541	21	10	48	26	16	544
B. two or three days a week	24	2	22	2	22	1	11	4	44	540	35	10	39	31	20	542	36	13	54	23	10	547
C. two or three times each month	42	4	25	10	63	0	0	2	13	553	30	11	61	18	11	547	27	12	54	23	11	547
D. never or almost never	26	1	10	6	60	0	0	3	30	543	16	10	46	20	24	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										5	4	38	33	25	537	7	12	44	25	19	543
B. two or three days a week	13	0	0	2	40	1	20	2	40	535	27	8	49	28	15	544	30	13	53	23	11	547
C. two or three times each month	13	0	0	5	100	0	0	0	0	550	31	7	57	22	15	544	34	12	54	23	10	547
D. never or almost never	74	8	29	12	43	1	4	7	25	549	37	14	40	24	22	543	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	3	100	0	0	0	0	550	5	9	35	30	26	539	7	7	40	25	28	539
B. 30–45 minutes	26	1	10	5	50	0	0	4	40	540	31	7	44	24	25	540	31	7	49	29	15	543
C. 45–60 minutes	37	4	29	4	29	2	14	4	29	545	50	10	49	29	12	545	40	12	55	23	10	547
D. more than 60 minutes	29	3	27	7	64	0	0	1	9	555	14	15	54	11	20	547	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										21	0	83	17	0	549						
B.	0										50	0	7	57	36	533						
C.	0										11	0	100	0	0	545						
D.	0										18	0	40	60	0	542						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: Portland Public Schools
School: Nathan Clifford School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 2	0 5	14 3	3 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	22 15	61 39	300 242	61 49	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	13 17	36 45	157 217	32 44	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	1 4	3 11	24 36	5 7	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.0	55.0	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.8	48.3	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Portland Public Schools
 School: Nathan Clifford School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	38	2	5	15	39	17	45	4	11	539	498	1	49	44	7	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	6	0	0	2	33	3	50	1	17	535	106	0	26	60	13	532	382	0	31	57	11	534
American Indian or Native Alaskan	0										3						116	0	28	66	6	534
Asian or Pacific Islander	2										42	5	48	48	0	541	196	2	55	42	2	541
Hispanic	4										26	0	8	58	35	527	170	0	29	62	9	535
Caucasian/White	26	1	4	12	46	10	38	3	12	539	321	0	60	36	4	541	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	1	11	6	67	2	22	529	88	0	16	63	22	530	2372	0	12	72	16	529
No	29	2	7	14	48	11	38	2	7	542	410	1	56	40	4	540	11600	0	50	48	1	539
Current LEP																						
Yes	6	1	17	2	33	3	50	0	0	543	125	1	29	58	12	533	319	0	30	58	12	533
No	32	1	3	13	41	14	44	4	13	538	373	1	55	39	6	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	20	1	5	5	25	11	55	3	15	535	237	0	32	56	12	534	5435	0	32	61	7	535
No	18	1	6	10	56	6	33	1	6	543	261	1	64	33	3	542	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	38	2	5	15	39	17	45	4	11	539	498	1	49	44	7	538	13967	0	43	52	4	538
Gender																						
Female	18	2	11	8	44	8	44	0	0	544	246	1	63	32	3	541	6750	1	55	43	2	540
Male	20	0	0	7	35	9	45	4	20	535	252	0	34	55	11	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	5	33	8	53	2	13	535	211	0	35	53	12	534	1745	0	26	69	5	534
No	23	2	9	10	43	9	39	2	9	542	287	1	59	37	4	541	12227	0	46	50	4	538
Gifted/talented program																						
Yes	4										24	4	75	21	0	547	464	2	74	23	0	545
No	34	1	3	13	38	16	47	4	12	537	474	0	47	45	8	537	13508	0	42	53	4	537

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Portland Public Schools

School: Nathan Clifford School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	526	4	0	29	48	24	532	5	0	29	57	14	533
B. less than one hour	81	1	3	14	47	13	43	2	7	540	61	1	48	44	7	538	66	0	44	52	3	538
C. one to two hours	14	1	20	1	20	3	60	0	0	542	32	1	57	39	3	540	26	0	45	52	3	538
D. more than two hours	0										3	0	38	62	0	536	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	13	0	0	2	40	2	40	1	20	536	28	1	64	33	3	541	25	1	54	42	3	540
B. good	68	2	8	12	46	10	38	2	8	541	49	1	51	42	6	539	50	0	46	51	3	538
C. fair	13	0	0	1	20	3	60	1	20	535	19	0	29	61	10	534	22	0	29	65	6	535
D. poor	5	0	0	0	0	2	100	0	0	525	3	0	18	47	35	528	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	11	0	0	0	0	2	50	2	50	524	15	0	29	52	19	532	14	0	33	56	10	535
B. about that same as my regular schoolwork	76	2	7	12	43	13	46	1	4	541	64	1	51	44	5	539	65	0	45	52	3	538
C. easier than my regular schoolwork	14	0	0	3	60	2	40	0	0	542	21	1	59	35	5	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										22	0	50	50	0	537						
B.	0										52	0	43	29	29	532						
C.	0										7	0	50	50	0	539						
D.	0										19	0	60	20	20	538						